

**CONNECTIVITY FOR EDUCATOR  
DEVELOPMENT  
(CONNECT-ED) PROJECT**

**REPORT FOR  
THE KICK-OFF AND SUSTAINABILITY  
PLANNING WORKSHOP**

**HELD AT  
HOTEL TRIANGLE ANNEX, JINJA**

**APRIL 14-15, 2004**

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## 1.0 Introduction

Connect-ED is one of the projects under the Education for Development and Democracy Initiative (EDDI) that was launched in March 1998. The overall mission of the Connect-ED project is to improve the quality of Universal Primary Education (UPE) in Uganda through teacher empowerment in the use of Information and Communication Technology (ICT) for a sustainable learning environment.

Since September 2000 when the Connect-ED project was launched, USAID, AED, the Ministry of Education and Sports, Kyambogo University (KyU) and 8 pilot Primary Teachers' Colleges (Gulu, Canon Lawrence, Mukuju, Soroti, Kibuli, Shimoni, Ndegeya and Bushenyi) have worked together to implement a number of specific interventions within the framework of the project mission, most notable of which are the following:

- 1) Providing full multimedia technology centers and connectivity to Kyambogo University (KyU) and eight Primary Teachers' Colleges (PTC's)
- 2) Delivering ICT for education skills training to students and tutors
- 3) Development of a student-centered multimedia, online curriculum based on Uganda PTC curriculum which is available at <http://www.itek.ac.ug/curriculum> and on CD ROM
- 4) Facilitating teachers and student teachers to undertake educational research and integrate ICT into the classroom

Initially, the Connect-ED project was scheduled to terminate in March 2003. However, a 1-year extension (Connect-ED phase II) was granted by USAID in part, based on results of preliminary field evaluation that indicated increased enthusiasm in the use of the project facilities. Connect-ED phase II is managed by the Academy for Educational Development (AED) and Education Development Center (EDC).

The main purpose of the Connect-ED phase II is to consolidate activities undertaken in phase I and provide adequate time to ensure that the intervention is sustainably mainstreamed in the routine administration of the host institutions to facilitate scaling up of the project benefits to Universal Primary Education in Uganda.

The workshop was therefore conceived and held within the fore mentioned context. Its specific purpose was to review the status of the project and lay concrete strategies for achieving sustainability by May 2005.

## 2.0 Workshop Proceedings

### 2.1 Opening Session

#### 2.1.1 Welcome Remarks By Mr. Wamala Fredrick, Coordinator Connect-ED

##### **Box: 1** **Main Workshop Resolutions**

- **Principals**: constitute project management committees, including students by end of May 2004
- **Principals**: ensure expanded use of ICT by tutors, students and heads of departments and report progress by end of July 2004
- **Principals**: open project bank accounts by June 2004
- **PTAs**: start revenue generating activities including charging all non-academic printing and photocopying by tutors starting May 2004
- **PTAs**: hold weekly technology demonstrations at staff lunch and break meetings starting April 2004
- **PTAs**: Develop and implement measures to control printing specifically record printing jobs by May 10, 2004
- **Consultant**: develop Operational Guide for management of ICT in PTCs by April 30, 2004 and Business plans
- **Connect-ED staff**: ensure rapid repairs of equipment and address connectivity problems at PTCs
- **Connect-ED office**: write to the principals explaining materials to be charged by April 23, 2004
- **Kyambogo University**: explore the process of developing ICT curriculum and include Integration of ICT into other subjects
- **Consultant**: Follow-up with Ministry of Education to ensure that financial support to sustain the labs is available by May 2005
- **Principals**: include project activities in the regular reports to the Ministry of Education starting April 04
- **Consultant**: support Principals' Association to articulate issues and sensitize principals on the project - effective immediately

Mr. Wamala thanked participants for responding to the invitations, which was a demonstration of stakeholder commitment to the project's overall vision and mission. He challenged the participants to focus on the issues and ensure that by end of the workshop concrete strategies are developed. He introduced the workshop facilitator and project consultant Mr. Mayanja Meddie.

Mr. Mayanja took over the facilitation of the workshop. Mr. Mayanja reiterated the purpose and key outcomes of the workshop and asked participants to contribute to the discussions.

### **2.1.2 Participants' Self-Introductions and Expectations**

Participants paired-up and briefly introduced partners and discussed their respective workshop expectations. A complete list of participants is annexed to this report. The following were the broad categories of participants' expectations.

- i. Guiding principles on effective economic activities that can sustain the technology labs/centers.
- ii. Identification of key action points towards sustainability of ICT and ICT use in the PTCs
- iii. Share experiences from other technology centers
- iv. Develop common principals for management of the technology centers.

The workshop was attended by a cross section of project partners that included principals of participating colleges, respective member of Board of Governors (BoG), Project Technical Assistants (PTAs), and Counterparts. Officers from USAID-Kampala, AED, EDC, SchoolNet Uganda, Kyambogo University, Education Service Commission and the Ministry of Education and Sports also attended the workshop. A total of 46 participants attended.

### **2.1.3 Overview of Connect-ED Phase II By Mrs. Segujja-Mazzi Cissy, Assistant Coordinator Connect-ED**

Mrs. Segujja-Mazzi provided highlights of the project from start-up to where it is now. She recalled that the project started in June 2000. Her paper put emphasis on the structure, benchmarks resources that will be available to the Colleges during phase II. Mrs. Segujja-Mazzi disclosed that the Connect-ED project would continue to support connectivity and equipment maintenance services until May 30, 2005.

Support for the PTA salaries is scheduled to terminate on September 30, 2005 when colleges are expected to meet full costs. Further, project support for consumable supplies (e.g., paper, toner, etc.) will be very limited throughout the life of the project.

The paper cited the following challenges to the project during the phase I implementation period.

- i. Policy Restrictions
- ii. Meeting running Costs
- iii. Imbalance in Primary Teacher's College establishments
- iv. Technical Support not part of PTC establishment
- v. Scheduling - the challenge of congested College calendars
- vi. Workload-especially for counterparts

**Box: 2**  
**Project Phase II Results**

**Result # 1:**

An approved policy on ICT in education and operational guidelines for each PTC to sustain the computer labs.

**Result #2:**

Approved business plans for all the colleges that are being implemented actively to ensure full financial sustainability by month twenty of the award.

**Result # 3:**

KyU IT strategy in place: KyU will have a well articulated IT strategy for long and short term implementation

**Result # 4:**

Continue training tutors and other educators in using technology and train them to use technology with capacity to use technology to increase student centered learning.

**Result # 5:**

Increased capacity for tutors and pre-service teachers to create educational resources and contribute to online versions of teacher training curriculum

**Result # 6:**

Fully designed websites for each college and KYU, with maintenance strategy and decentralized capacity for maintenance

**Result # 7:**

Complete the number of curriculum units that are online.

Mrs. Segujja-Mazzi informed the workshop that the Connect-ED project is now managed by the dot-EDU (part of the DOT-COM Alliance) involving EDC and AED. The new project phase is guided by 7 results/benchmarks (please refer to Box: 2 and Annex... for the 7 results/benchmarks with specific timelines and responsibilities of key stakeholders).

**2.1.4 Statement by Ms. Mayanja Sarah, Education Specialist and CTO, USAID Kampala**

Ms. Mayanja thanked the participating colleges for their enthusiasm in the project. She challenged the participants to take full advantage of the workshop to initiate and develop practical and innovative avenues for sustaining the project.

She disclosed that because of the importance of ICT in education, many development partners are interested in supporting ICT for education

projects. She underscored the importance of demonstrating that such initiatives can be sustainable starting with Connect-ED. She also urged the colleges to immediately begin charging all users for the consumption of supplies, particularly for printing and photocopying.

#### **2.1.5 Statement by Mr. William Wright, Director of Dot-EDU (EDC Washington) and Mr. Goveia Jeff Deputy Director Dot-EDU (AED)**

Mr. Wright reiterated the overall mission of the project, which is to improve the quality of teaching and learning and facilitate collaboration. He challenged the workshop to discuss practical ways that will make the projects' noble mission a sustainable reality to the learners and educators in Uganda.

Mr. Wright explained the management relationships of the project under dot-EDU (DOT-COM ALLIANCE) and how EDC and AED support the project.

In his remarks, Mr. Goveia expressed optimism about its results. He challenged participants to develop strategies that will ensure that the project activities will remain operational after May 2005.

He acknowledged the tremendous efforts provided by USAID, AED, EDC, PTCs and the Connect-ED staff in the project. Nevertheless challenged the participants to think "outside the box" and take full advantage of the workshop to plan for the project's sustainability.

#### **2.1.6 Opening Statement by Prof. Lutalo Bbosa Vice Chancellor, Kyambogo University**

The Vice Chancellor welcomed participants to the workshop. He recalled the history of the project and described Kyambogo University's involvement from project conception to the current date. He described the project as a challenge filled with opportunities where only the brave can take advantage of the opportunities.

He explained the new trends in education that require educators to work as partners in learning; helping learners to learn how to learn and a shift away from educators positioning themselves as the fountain of knowledge.



He therefore underlined the importance of ICT in implementing the new trends in education. He thanked USAID for accepting to support Phase II of the project, which will help the stakeholders to comprehensively address the sustainability concerns.

The Vice Chancellor briefed the workshop about efforts to develop an ICT Policy for Kyambogo University.

The Vice chancellor declared the workshop officially opened.

### **2.1.7 Vote of Thanks**

Mr. Odongo Chris the Principal Mukuju PTC, Tororo gave a vote of thanks to the Vice Chancellor while acknowledging his continued support and guidance to the project. He pledged on behalf of the participants that concrete decisions would be made at the end of the workshop.

## **3.0 Workshop Technical Sessions**

### **3.1 Project Status Reports**

The Project Technical Assistants (PTAs) made 10-minute presentations highlighting activities, challenges and preparations for sustainability at respective centers. Counterparts gave case studies of how the project has impacted teaching and learning

#### **3.1(a) Main challenges**

- i. Ratio of computers to learners. An average PTC has 300 students while most of the centers have not more than 10 computers.
- ii. Time tabling training and access for students, Center Coordinating Tutors (CCTs) and tutors to the ICT lab with due regard to mainstream PTC calendar
- iii. Unstable power supply
- iv. The distance from town where most clients are based making it increasingly difficult to attract community users
- v. Standardized assessment and certification of trainees, a decision needs to be made about who certifies
- vi. Some PTCs indicated difficulties with connectivity
- vii. Management of funds collected from outreach activities

### **3.1(b) Suggested Solutions**

- i. Students, tutors and CCTs grouped for training. A ratio of 1:2 during training was described as luxurious and consideration to push it to 1: 3 should be made.
- ii. In the future, purchase of additional computers should be considered top priority
- iii. All PTC should issue certificates for training for packages I – IV without waiting for Connect-ED office.
- iv. Arrangements should be made at the college level for tutors to have the lab open during the weekends and late hours
- v. Outreach activities be made a concern in the PTCs
- vi. Open bank accounts to manage funds
- vii. Kyambogo University was requested to consider designing a curriculum that would facilitate integration of ICTs in the College programs.
- viii. PTAs were encouraged to organize chat sessions for tutors or students of different PTCs to discuss any issues of concern. It is also possible for PTA to collaborate and share information using the Connect-ED Discussion board.

### **3.1.2 Plenary Discussion of the Project Reports**

Mr. Wagwa Lubega the chairman Education Service Commission facilitated the session. Mr. Lubega underlined the vitality of ICTs in Education noting that in the near future, the Education Service Commission will make computer literacy one of the requirements for promotion. The concerns of the 8 project reports were condensed into two preliminary issues namely mainstreaming technology labs/centers into working of PTCs and sustainability of the facility. Mr. Lubega made it very clear that the workshop should consider the technology needs of all 47 PTCs in their deliberations, as support given to only 8 PTCs would not be considered fair.

#### **3.1.2 (a) Main Streaming Technology Labs into the working of the PTCs**

The workshop agreed that it was necessary to have an integrated ICT Curriculum for PTCs to support integration of ICT in the colleges as tools for learning and teaching. It was also agreed that:

- i. ICT in education is not an option therefore the Ministry of Education and Sports should be encouraged to support the program
- ii. Sustainability of the project and demonstration of impact to learning and teaching in the 8 PTCs would be very important stimuli for launching of ICT in the rest of the 39 PTCs in Uganda.
- iii. It is possible to downscale the technology labs and start the program with humble and appropriate investments

### **3.1.2 (b) Sustainability of the Facilities**

The workshop considered a wide range of ideas to help the PTCs meet the operational and capital costs of sustaining the labs by May 2005. It was agreed that the labs' core clients are the students and tutors who also enjoy priority in access and use of the facilities. The workshop contended that the core clients have to shoulder the responsibility of sustaining the services while community users would be able to augment such efforts through user fees. Further, the user fees might best be used for lab growth, rather than for sustaining the ongoing costs of the labs. It was resolved that:

- i. As a matter of priority the Ministry of Education is asked to support the program through the regular PTC Grant arrangement and or allowing students to pay limited fees. The latter would require a review of current policy on the matter. The Ministry should also consider providing ICT access to the rest of the 39 PTCs.
- ii. Connect-ED staff make available to Ministry of Education and Sports the start-up and operational costs for a typical technology lab in PTCs to facilitate planning on the part of the Ministry.
- iii. Kyambogo University should consider including ICT in the current PTC curriculum so that the value of the centers is broadly demonstrated thereby facilitating adoption by other PTCs.
- iv. The PTC Principals' Association was requested to share information with its members and also lobby the Ministry of Education and Sports for inclusion of ICT budgetary funds in regular PTC budget framework.

## **3.2 Group Discussions**

Participants had an opportunity to work in groups to discuss in detail key issues that emerged from the project reports as well as preceding sessions. Four groups were constituted to discuss the following issues:

- i. Sustainability of the project (Group 1)
- ii. Mainstreaming ICT in PTCs as a tool for teaching and learning (Group 2)
- iii. Management of ICT Lab at Colleges (Group 3)
- iv. Management of training programs (Group 4)

Each group had 2 hours to discuss their issues under the guidance of a group facilitator.

### 3.2.1 Reporting Back Session

#### 3.2.1 (a) Group 1: Sustainability of the Project

The group recognized discussions that had been earlier conducted on the matter and recommended that the PTC labs should be sustained by grants from government (Ministry of Education and Sports) and user fees. The plenary reviewed the report of the group and therefore resolved that:

- i. ICT should be incorporated into the PTC and Primary School curricula, which will create justification for Government to budget for ICT in PTCs.
- ii. The 8 colleges participating in the Connect-ED project form a loose association and lobby government to support the project's ICT inputs and also consider providing ICT access to the remaining 39 PTCs.
- iii. Government should give a grant allocation per student.
- iv. Sustaining the lab: Principals were asked to include the labs' operational costs in the next budget submission to the Ministry of Education and Sports.
- v. Government should change policy and allow students to pay a modest fee for computer studies and for use of consumable supplies.

Box: 3 Typical ICT Lab Annual Operational Costs	
Internet costs <sup>1</sup>	10,800,000=
PTA salary	10,680,000=
Communication	240,000=
Reproduction	3,230,000=
Equipment maintenance	4,030,000=
Indirect costs	200,000=
Contingencies 10%	2,618,000=
<b>Total</b>	<b>28,798,000=</b>

<sup>1</sup> This cost is the current cost paid by the project to its Internet Service Provider for both preventative maintenance as well as Internet service provision. The current annual cost for Internet service provision is actually 8,400,000/=. It is estimated that by the end of May 2005, the annual cost likely to drop to as low as 6,000,000/.

- vi. PTCs should charge for all non-academic printing work by staff and students to recover printing, scanning and photocopying cost
- vii. The PTC administration should pay for all the work undertaken in the labs that should otherwise be done at a fee elsewhere.
- viii. Labs should consider diversifying services to expand community user groups. Each PTC would have the latitude of charging appropriate fees for services rendered to the community. The use of radio, posters, students and CCTs in promotion of center services was encouraged.
- ix. The process of developing an ICT for Education Policy underway should be speeded up to facilitate rational deployment of ICT for learning and teaching in Uganda.
- x. PTCs should open up bank accounts to allow for management of funds raised at the centers. The signatories to the accounts should be the PTC Principals, PTC Accounting officer (bursar) and a member of the management committee. Principals were asked to initiate relevant procedures and report progress of implementation within 2 months.
- xi. Principals should take advantage of the alumni communities associated with their colleges to raise resources for the labs.
- xii. Principals should seek support from their colleges' founding bodies.
- xiii. PTAs should develop measures to control printing and photocopying at the lab. This would include recording the names, number of pages printed/photocopied, and purpose of printing/photocopying and whether or not this printing/photocopying is authorized. The principal should furnish the PTA with appropriate communication explaining the change of policy in printing and photocopying. Only the Principals should have powers to waive fees for use of materials in the centers.
- xiv. Connect-ED staff shall undertake to copy all communication to the PTAs to PTC Principals for information and follow-up. This shall include financial and technical issues.
- xv. Connect-ED staff should discuss with SchoolNet Uganda about current technology options with a view of maximizing benefits and reducing costs. In all instances, involve the PTC in final decisions.

### **3.2.1 (b) Group 2: Mainstreaming ICT in PTCs as a tool for teaching and learning**

The plenary reviewed the report of the group and therefore resolved that:

- i. ICT in colleges should be looked at as a tool for learning but not as a subject.
- ii. There is need to encourage and make an appropriate timetable for every stakeholder (students, tutors, CCTs and administrators) in the college to utilize facilities in the lab.
- iii. Key stakeholders should be encouraged to participate in management of the lab activities including students' participation in management and peer training.
- iv. There is need to institutionalize computer training, in teacher education program. Having computer subjects in education to reinforce other studies.
- v. Government should establish the post of "computer trainer" or Lab technical Assistant to strengthen computer training in PTCs.
- vi. Kyambogo University should introduce Post Graduate Diploma (PGD) computer studies programs and should organize intensive computer training courses for counterparts.
- vii. PTCs make it a requirement for all tutors to integrate ICT as a tool in the delivery of lessons. At least 10% should be required with supervision by heads of department.
- viii. PTAs should organize lunch or break-time demonstrations and discussion of the role and impact of ICT in education at respective colleges. Progress in the activity will be reported by the PTAs in their monthly report starting with end of April 2004.
- ix. PTAs should maintain good records of users and uses of the labs.

### **3.2.1 (c) Group 3: Management of ICT at Primary Teachers' Colleges**

The plenary reviewed the report of the group and therefore resolved that:

- i. All PTCs constitute an ICT lab management committee (for those with such a committee, re-orient the structure to conform with the committees' new tasks and responsibilities). The ICT lab management committees shall be responsible for development planning, user policy guidance and supervision of the lab manager (PTA) The committee shall be composed of:
  - a) College Principal (ex-officio)
  - b) The Deputy Principal Pre-Service (Chairperson)
  - c) Lab manager (PTA) – as Secretary
  - d) Member of Board of Governors

- e) Counterparts (2)
  - f) Student representative (1)
  - g) Member from one of the community user groups (1)
- ii. The management committee shall initially be responsible for the following tasks;
  - a) Supervise and support the Project Technical Assistant (PTA) or Managers' services.
  - b) Support the PTA in developing timetables and user access schedules
  - c) Support the PTA in marketing and promotion of the lab services within and out of the PTC
  - d) In consultation with the PTC administration, develop lab Acceptable User Policies to regulate fair access and use of the services. Shall also include developing appropriate sanctions for non-compliance with such policies.
  - e) Review periodic lab reports, term budgets, and expenditure and revenue generation proposals presented to the committee by the PTA (lab manager).
  - f) Ensure that lab reports and budgets are appropriately reflected in regular PTC monthly and quarterly reports.

The consultant, Mr. Mayanja, will develop an Operational Guide for ICT in PTCs from the information resources generated in the workshop and share the draft with the PTCs for comments. The purpose of the Operational Guide is to develop a structure and effective management system unique to each of the College contexts.

#### **3.2.1(d) Group 4: Management of training programs**

The plenary reviewed the report of the group and therefore resolved that:

- i. **Training:** The existing training program shall be maintained. It is standard with 8 packages. The current packages I-III should constitute stage: 1, packages IV-V should constitute stage: 2. Stage to be covered by all tutors and students: 3 should be developed and examined by Kyambogo University. Stages 1 & 2 should be made a requirement for stage 3 (which will be optional).

PTAs would be flexible in the case of community users who need training. These users should be able to get what suits their needs.

- ii. **Certification:** Certificates for stages: 1 & 2 shall be awarded by the PTCs and will be signed by the PTA and Principals. Certificates would however be uniform in wording and style and to that extent; the Connect-ED staff should facilitate the process of developing a standardized format. Meanwhile Connect-ED office shall continue to issue certificates until local arrangements are finalized. Kyambogo University shall award the certificates for stage 3.
- iii. **Assessment:** Stages: 1 & 2 should be assessed by a written and practical exam set by the management committee and the training duration should be 2 terms.

Stage 3 would depend on Kyambogo University and individual needs. This stage would be undertaken any time provided one has successfully completed stages 1 & 2.

A comprehensive evaluation should be undertaken by Connect-ED bearing in mind all stakeholders' needs. Such an evaluation program should also make a follow up on those teachers in the field who have left the colleges.

#### **4.0 Sustainable management of Technology centers: A case study of the School-Based Telecenters (SBT) in Uganda by Mr. Mayanja Meddie, Consultant**

The paper explained the meaning of telecenters and motivation for hosting telecenters at educational institutions. It argued that SBTs take advantage of the host schools' organizational capacities and community development aspiration at the same time. It explained the innovation curve and challenged participants to avoid falling into the late majority or laggards in respect to technology adoption if they aspire to be education and technology champions.

Mr. Mayanja underlined the importance establishing the need to link resources paid for ongoing costs to the user groups who accrue the benefits from this use. In the case of a SBT (similar to a PTC), the main users are students. Thus, the cost of ongoing student use must be primarily covered by students (or their parents) or by government.



The paper featured key activities that were undertaken in the establishment of the 15 School Based Telecenters in Uganda namely:

- i. Development of infrastructure
- ii. Orientation of the Headteachers and schools' key partners
- iii. Involving the Ministry of Education and Sports
- iv. Management and business training
- v. Networking and ongoing technical support

The paper linked the SBT experience to the Connect-ED project. It illustrated key success factors for the project to include clarity of concept, appropriation of technology, reliable infrastructure and vibrancy of human resource (managers).

Mr. Kakinda Daniel, the National Coordinator SchoolNet Uganda, and Mr. Ruremire George, the Headmaster of Moroto High SBT, discussed the paper. Both discussants supplemented Mr. Mayanja's presentation with practical experiences from the SBT project. Mr. Kakinda encouraged the colleges to appropriate technology for use in daily life. He cited SchoolNet Uganda efforts to achieve meaningful use of technology deployed in schools including On-line counseling, World Start With Me (WSWM) adolescent reproductive health, and online learning programs.

Mr. Ruremire briefed the workshop about efforts at his school to ensure broader application of ICT by the staff as well as strategies for sustainability.

The plenary discussions of the paper revealed that at Moroto High SBT:

- i. The SBT is part of the school and that the lab head makes report as any other department.
- ii. The timetable for access and training is smoothly harmonized with the general timetable. ICT training is compulsory for all Senior 1 & 2 students while it is optional for Senior 3 & 4.
- iii. The telecenter has a management committee with membership of the community, Parents Teachers' Association (PTA) member, school bursar, secretary and trainer.
- iv. The community may access the center from Mondays to Saturdays, after classes and all day during holiday periods.
- v. After consultation with the parents, each student pays 10,000/= per term for support of the telecenter.

- vi. Telecenter funds are managed on a bank account to which the bursar and the Head teachers are signatories.
- vii. The telecenter uses students in technical and management roles on a regulated basis.

## **5.0 Principals' High-Level Meeting**

At the end of the technical discussions, all principals of the project colleges met to consider emerging issues at an administrative level. It was an opportunity for principals to review the progress of the workshop and assess the extent to which key proposals may be implemented. Additionally, it was an opportunity for them to share administrative strategies for moving the labs toward sustainability at all colleges. The meeting was also attended by the University Secretary of Kyambogo University, the Director and Deputy Director dot-EDU, and Connect-ED staff. The workshop facilitator steered the meeting.

The following were the main issues discussed.

### **i) Expanding ICT use at the college level**

It was agreed that principals should establish positive incentives for facilitating ICT uptake and use by tutors and administrators at the college. This will include but not be limited to requiring tutors, under the supervision of the heads of department, to dedicate a specific percentage of activities toward the integration technology in the delivery of lesson. Additionally, principals will require that all tutors communicate to his/her office using computer-typed memos.

### **ii) Promoting the facilities**

It was resolved that principals should take every opportunity available to promote the facility. This shall include appropriate communication to the BoGs, Ministry of Education and Sports and college staff. The principals will also take advantage of the alumni community to raise resource and support particularly for expansion of the facilities.

### **iii) Financial sustainability**

The principals resolved to support the centers to whatever extent possible. They committed themselves to taking full advantage of all opportunities to raise funds locally and from the Ministry of Education and Sports. Within the same framework, it was resolved

that due support will be given to the PTAs to facilitate outreach activities and charging of non-academic stationary consumption at the center. The principals agreed to supervise record of stationary consumption on a regular basis.

**iv) Development of Operational Guide for ICTs**

An outline of the operational Guide was circulated. Principals agreed to review the draft document that aims at facilitating management of ICT at the colleges, when ready. The consultant would keep the principals updated.

**v) Business Plan development**

It was agreed that the Principals would participate in the development of centers' business plans through the management committees. Principals resolved to set up the management committees within three weeks from the workshop.

**6.0 Closing session**

The closing session started with presentation of main workshop resolution by Mr. Mayanja Meddie. He thanked participants for their commitment and creativity with which workshop objectives were thoroughly met.

He reported that participants resolved unanimously to ensure that the Connect-ED project activities are sustained beyond May 2005 as part of regular college programming. Please see box: 1 for main resolution.

**6.1 Remarks by dot-EDU Director, Mr. William Wright**

The Director thanked participants for their commitment to the project, which was demonstrated by enthusiasm shown throughout the workshop. He expressed optimism that the project will be sustainable if all the strategies are implemented.

**6.2 Remarks by dot-EDU Deputy Director, Mr. Jeffrey Goveia**

Mr. Goveia compared the role of the development partners to that of a midwife who will help the expecting mother to deliver safely. He promised to support the strategies adopted at the workshop in all means possible so that by May 2005, the project will be sustainable.

### **6.3 Remarks by the Vice Chancellor Kyambogo University**

The University Secretary Mrs. Katusabe-Ssemwezi represented the Vice Chancellor and brought his apologies. She retraced the University's involvement in the project from inception to the present. She expressed satisfaction at the work so far done, but cautioned that unless the decisions of the workshop are implemented, the project will not be sustainable. She also challenged all stakeholders to play their respective roles and maintain their commitment to the project.

### **6.4 Closing Statement by the Permanent Secretary Ministry of Education and Sports**

The Commissioner Teacher Education Mrs. Ochen Margaret represented the Permanent Secretary (P.S.) and brought his apologies.

In his statement, the Permanent Secretary provided an overview of the new paradigm of education, which aims at improving the learning environment. He underscored the role of information technology as functional tools for learning that would make learning anywhere everywhere possible with associated benefit of cost reduction. The statement explored a wide range of services possible with support of Information technology.

The Permanent Secretary disclosed that the Ministry of Education considers ICT a priority in development of the education sub-sector. He confirmed that in the Education Sector Investment Plan (ESIP) ICT is described as a crosscutting theme. He reiterated the resolve of the Ministry to invest in technology for learning at all level including PTCs. He welcomed the Connect-ED project for its contribution to the overall goal.

The Permanent Secretary declared the workshop closed.

Thereafter the Commissioner Teacher Education made specific comments to the workshop resolutions. She thanked participants for their commitment to the project and promised full support to realization of the project's aspirations.

The Commissioner endorsed the concept of revenue generation activities at the centers and encouraged the members of Board of Governors to monitor such collections to ensure that they are duly reflected as College

income. Mrs. Ochen promised to work for to ensure Ministry support for the PTC labs and their staffing and making it possible for the rest of the 39 colleges to access similar facilities. She however regretted that Principals were not fully reporting activities at the labs within the regular reporting systems. The Commissioner asked that appropriate information be availed to her office. In particular, she urgently request information regarding for the initial investment and ongoing operational cost related to labs such as those developed by the Connect-ED project. She also asked the principals to integrate the costs of running the labs in their respective budgets to Ministry on regular basis.

## **6.5 Vote of thanks**

Mr. Oluka Vincent the Principal of Soroti PTC thanked the Permanent Secretary for the encouraging speech that widened the scope of imagination in the application of ICT for education. He also thanked the Commissioner for Teacher Education for her support that he described as a key boost for sustainability planning of the project. Mr. Oluka made special reference to reporting requirements to the Ministry of Education on project issues and pledged that principals appreciate the Commissioner's concerns and will address the matter accordingly. The workshop closed with a social evening.

## **Annex: 1**

### **Overview of Connect-ED Phase II: Results and Timelines**

**Result # 1:** An improved policy on ICT in education and operational guidelines for each PTC to sustain the computer labs.

The paper outlined key milestones:

- i. Workshop for all stakeholders (April 14-17) – *already undertaken*
- ii. Progress report and draft operating guidelines (April 30)
- iii. Follow up meetings at each PTC (Monthly until December 2004)
- iv. Follow up meeting with MOES to ensure policy improvement for integration of ICTs (Monthly until December 2004)
- v. By September 2004 we anticipate that operating guidelines will be ready for incorporation in ICT policy by MOES

Stakeholder role(s)

- i. Consultant: Mr. Mayanja Meddie to work with stakeholders to realise result #1
- ii. MOES to guide Connect-ED and Principals in the mainstreaming the process
- iii. Principals to set up and head an ICT committee that will spearhead the implementation of result #1
- iv. Project Technical Assistants to serve as members of the ICT committee that will spearhead the implementation
- v. College board of governors to serve as a member of the ICT committee that will spearhead the implementation
- vi. Connect-ED team - Are to oversee and guide the above.

**Result #2:** Approved business plans for all the colleges that are being implemented actively to ensure full financial sustainability by month twenty of the award.

The paper outlined the following key milestones:

- i. Workshop for all stakeholders (April 14-17) - *Already undertaken*
- ii. Follow up meetings at each PTC (Monthly until May 2005)

Stakeholder role(s)

- i. Consultant: Mr. Meddie Mayanja to work with stakeholders to realise result #2
- ii. MOES to verify and approve business plans for implementation
- iii. Principals to oversee discussions and implementation of the business plan with ICT committee created at the PTC's.
- iv. Project Technical Assistants (PTAs) to implement business plans.
- v. College Board of Governors to discuss and define the business and academic relationship between the college and the lab.
- vi. Connect-ED team to oversee and guide activities

Result # 3: KyU IT strategy in place: KyU will have a well articulated IT strategy for long and short term implementation

The paper outlined the following key milestones:

- i. Submission of Inception Report (March 04) - *done*
- ii. Sensitisation and awareness seminar for a Core group of Kyambogo stakeholders (March 04)
- iii. Carry out Quickscan surveys (March 04)
- iv. Data collection through one-to-one discussions with Core group (March – April 04)
- v. Compile an up-to date E-readiness report for KyU (April 04)
- vi. Formulate Draft ICT Policy and Master Plan for KyU (May 04)
- vii. Present Draft ICT Policy and Master Plan (May 04)

Stakeholder role(s)

- i. Consultant: Mr. Kyeyune Apollo to work with stakeholders to realise result #3
- ii. Vice Chancellor to oversee, hold discussions and sensitise senior staff at Kyambogo University (KyU)

administration and ensure that the University takes ownership of the document.

- iii. KyU Senate to work with the consultant in collecting all institutional data.
- iv. KyU ICT Committee to work with consultant and hold regular meetings to shape the ICT master plan, policy and project document.
- v. Connect-ED Team to oversee and guide all interventions

Result # 4: Continue training tutors and other educators in using technology and train them to use technology with capacity to use technology to increase student centered learning.

Stakeholder role(s)

- i. Consultant to familiarize tutors/CCTs/lecturers with online learning environments and how to use the Harvard course
- ii. PTC tutors (participants) to take course and practice skills learning to improve student centered learning
- iii. KYU lecturers (participants) to take course and practice skills learning to improve student centered learning
- iv. PTAs to provide help to course participants
- v. Connect-ED Team to overseeing and guiding the above

Result # 5: Increased capacity for tutors and pre-service teachers to create educational resources and contribute to online versions of teacher training curriculum.

Stakeholder role(s)

- i. Content/Resource Persons (PTC Tutors) to participate in workshops and develop content to contribute to the online versions of the curriculum and develop educational websites that will be hosted for free at the PTC website
- ii. PTAs to organise participants and logistics for content workshops and work with the content persons Work



with resource persons to send content-to-content specialists

- iii. Content Specialists (KYU lecturers) to review content and approve it for technical development technical Development team and integrate content into curriculum using digital tools
- iv. Principals to ensure that respective college participate in this result

Result # 6: Fully designed websites for each college and KYU, with maintenance strategy and decentralized capacity for maintenance.

- i. Training for PTAs and counterpart to create websites (Feb 23 – June, 2004)
- ii. Identify ICT committee at each PTC (Feb – June 04)
- iii. Provide workflow process for PTAs and counterparts to act as webmasters.
- iv. Develop a web maintenance strategy (July 04)

#### Stakeholder role(s)

- v. Technical Assistant – Ms. Hawa Nyende to develop training manual and implement training in website design, implement maintenance strategy
- vi. PTAs to act as a Webmaster for the website and implement maintenance strategy
- vii. Principals to guide and oversee the implementation of this result at their College
- viii. ICT Committee to provide content updates to the website
- ix. Connect-ED team to oversee and guide the above

Result # 7: Complete the number of curriculum units that are online.

6 units per month developed by content and technical teams  
(Feb. 2004- Aug 2005)

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